SCHOOL FACTORS AND QUALITY OF SECONDARY EDUCATION IN OYO STATE, NIGERIA

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Abstract
Secondary education in Nigeria is in a depressed state, which is discouraging, calls for reasonable attention and this study investigated the influence of school factors on the quality of secondary education in Oyo State, Nigeria. A descriptive survey research design of the ex-post facto type was adopted for the study, while simple random sampling technique was employed to select 200 teachers and 20 principals in public secondary schools in Oyo state. Six research questions and six hypotheses were formulated. Data were collected through a structured questionnaire tagged: "School Factors Inventory and Quality Questionnaire" (SFI2Q), and "Principal Perception on School Factors and Quality" (PPSFQ). Data generated from the questionnaire were analyzed using descriptive statistics of frequency count, simple percentage and inferential statistics of multiple regression at 0.05 level of significance. There was a significant relationship between the school factor and quality of secondary education. A non-significant influence of school counseling on quality of secondary education was also observed (r = 0.488; t = 0.694; p> 0.05). The finding also revealed a non relative significant influence of school effectiveness on the quality of secondary education (r = 0.991; t = 0.11; P>0.05), there was significant influence of effective teaching and instruction on quality of secondary education (r= 0.000; t =10.555 P<0.05). There was no significant influence of infrastructural materials on the quality of secondary education (r = 0.648, t = 0.457; p > 0.05), There was significant influence of library and teaching facilities on the quality of secondary education (r = 0.005; t = 2.832; P < 0.05).The study concluded that school factor has influence on the quality of secondary education in Oyo state, Nigeria. Therefore, it

was recommended that policymakers should formulate improved policies that will be tailored to stimulating the interest of learners. Government further holds the responsibility of providing infrastructure facilities to the public schools across the nation.

Introduction

Education is generally indicated as the most important direct means of upgrading the human intellect and skills for a productive nation. However, it has been source of much inconclusive philosophical debates since the middle ages. Notable among these debates are definition of the concept of education, the goals of education, and more important to this study, the quality of education. As the popular saying, no education can rise above the level of her teachers and the equipment available within the educational system, coupled with the relationship of the school environmental factors all of which are essential in enhancing the growth and development of a nation or country at large. In all aspects of human endeavour, education has been discovered as a genuine tool for success and an important instrument for individual and societal development through the impacts of the school and its immediate environment. Quality education is not only for developing skilled human resources but also a means of accelerating the political and social awareness of the citizens. Educationists agreed that quality education is the bedrock of civilization and catalyst to freedom from oppression and humiliation. However, one is not referring to just education but quality education to enhance rapid development of all resources to be utilized in a country, using the 4Ms (Man, Money, Materials, and Machine), because the success and development of a country lies on the products of the quality of education practiced in the country since education and development are partners in progress towards building the economy of all nations.

n Nigeria, the quality of education has been dwindling in the last twenty years. Education in Nigeria began its downward plunge into inefficiency during the military era notably in 1984. This is further aggravated the level of unemployment because the products of the educational system were found unfit for the job market, compared to graduates of other countries, especially the West (Bacchus, 1995). In retrospect, it has put the Nigerian nation into a state of economic predicament. Other researchers like Adeniyi (2001), and Owens (2004)

have also linked the poor quality of education in Nigeria to the deteriorating status of cultural, religious, social, technological and economical factors in Nigeria. Also, school factors such as school counseling, school effectiveness, effective teaching and instruction, infrastructural materials, library and teaching facilities are not left out of the causes of dwindling quality of education.

The state of infrastructural decay in many secondary schools in Nigeria is a manifestation of poor funding of the system. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under a most unconducive environment, lacking the basic materials and thus hindered the fulfilment of educational objectives. Ekundayo (2010) cited in Idowu (2004) said that school facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

In spite of Nigeria's demonstrated efforts to expand education, Osinubi (2003) cited in Adeyegbe (2005) expressed his worries that this effort may not have been adequately harnessed. He lamented the strategy adopted by government, that, having devoted a huge amount of financial resources to the development of University education, due to poor implementation strategies, they have wound up using the money to build towns and municipal facilities, at the detriment of academic infrastructure in public secondary schools., Another issue is the lack of sufficient infrastructure and our poor maintenance culture, especially in primary and secondary schools in Nigeria as evidenced by leaking roofs, peeling walls, inadequate seats and overpopulation and ill-equipped laboratories (Akinwumi and Odunsi,2008). This is due, in part, to government's inability to fulfilling prior promises of rehabilitation or provision of the facilities.

Ultimately, school effectiveness research seeks to describe what an effective school looks like (Stoll and Mortimore, 1997, p. 9). There are several obstacles to the development of a vibrant school effectiveness research domain the world over. The reason for this slow development in school effectiveness is lack of consensus regarding content that should be learned. The lack of knowledge about how people learn and the lack of quality measures of learning are also major

factors. Especially troublesome is the historic lack of a firm teacher effectiveness research base, problems with multi-collinearity, the lack of development of psychometric tools for dealing simultaneously with multiple levels of analysis, and finally, the lack of models on which to build (Stringfield, 1994, pp. 56–57).

Nonetheless, school effectiveness depends on several other factors, especially in recent times when global reforms in education and innovation have been the order of the day. Researchers, educational planners and policy makers have been much occupied with what constitute school effectiveness. They are also concerned with how to make their schools more effective and raise quality and standards of achievement. In spite of all these efforts, not one research finding has proved otherwise or suggested a strong perception on this issue (Levine and Lezotte, 1990 in Stoll and Mortimore, 1997, p. 9). A basic definition of 'effectiveness' is 'the production of a desired result or outcome.' It is clear from research literature that the quality of teaching is at the heart of effective schooling. However, high quality teachers do not always perform to their full potential and teaching styles and strategies are important factors related to pupil progress (Sammons, Hillman and Mortimore, 1997).

Guidance and Counseling happens to be one of the developments in the field of education in Nigeria. Akinboye (2003) defined counseling as an interpersonal relationship through which a professional counselor assists counselees to improve their wellbeing, alleviate distress, resolve crises and increase their ability to be creative, innovative and make success-focused decisions. It became popular with the introduction of the 6-3-3-4 educational system. It is generally accepted that in Nigeria, the organized/formal guidance started in 1959 at St. Theresa's College, Oke-Ado in Ibadan by some Reverend Sisters, out of concern for the products of their school. They felt that there was need to offer vocational guidance to their outgoing final year students. As a result, the Rev. Sisters invited twenty educated people from Ibadan community who were in different professions and who knew more about the emerging world of work than the students and the Rev. Sisters. Fifty-four out of the sixty students benefited from the experts' advice and were placed in various jobs. The innovation was highly accepted by the society because in later years, this group of people, though, not trained counselors, organized career talks, seminars,

guidance workshops and lectures for the class five students. Later on, the vocational guidance services spread to other secondary schools outside Ibadan and across the entire federation.

The Federal Government of Nigeria indicates her total commitment to school counseling in the National Policy on Education (NPE, 2013). The policy states that:

> *In view of the apparent ignorance of many young people about career prospects and in view of personality maladjustment among school children, career officers and counselors will be appointed in post-primary institutions….(NPE 2002, p.50).*

Consequently, guidance and counseling services became an integral and essential component of the educational process for all students as they progress through the educational system.

Today, guidance and counseling has gained prominence in the Nigerian educational system and many people are getting interested in the guidance of youth in making wise educational, vocational and personal/social decisions.

Science laboratory is an important component in learning science subjects but it depends upon the degree to which it is efficiently used. Only the availability of science laboratory is not a guarantee of students' performance until both the students and teachers actually use facilities efficiently (Nwachukwu, 2006). The proper use of laboratory and demonstration of experiments are the indicators of student performance. Science laboratories are important only when they are used in the school setting. If science laboratory are provided to schools, there are three possibilities that they remain unused, used inefficiently and used efficiently. Furthermore, science laboratories are provided to schools with the deficient quality and less quantity of equipments, apparatus, material and chemicals owing to the limited funds. However, science laboratories may contribute to higher level of academic achievement if used effectively and properly with national commitment. Hofstein and Mamlok-Naaman (2007) cited in Hofstein and Lunetta (2004) described the concept of the use of science laboratory in these words.

During instructional periods, students are expected to acquire knowledge and certain cognitive and behavioral skills. To do this, the teacher and students work on content that is presented in various ways

with the help of various instructional materials, ranging from known to unknown and highly abstract forms. They are also required to carry out activities, which can be purely physical and behavioral, affective or cognitive in nature Arene (1990). The information that students learn in the school is described in the structured curriculum. In addition, it should not be overlooked that an important part of the total curriculum is learning how to learn from teaching. Since students' understanding of instructional cues mediates learning from teaching, teachers should instruct students on how to use instructional cues to learn from teaching or enabling curriculum as well as teaching the subjects. The teaching- learning process should be systematically planned by the teacher to produce positive behavioural changes in students to make them fit into society.

Library has been identified as an important quality factor in schools. Daniel (2004) stated that while education is an eye-opener, the library is the tool for opening the eye and its neglect will impair the acquisition of knowledge. As a result of important role played by library in quality of education, the National Policy on Education (2013) under its 'section 10' (Education services), has given a place for library provision, which is as follows "Library is one of the most important education services. Every state ministry needs to provide funds for the establishment of libraries in all educational institutions and to train both librarians and library assistants for this service". This statement shows that libraries are considered very important by the Federal Government.

The public perception is that the quality of secondary education offered is low and that standards have dropped. These perceptions are based on lack of adherence to acceptable educational practice, poor teachers' competence, and training programmes are poorly packaged and poorly implemented. This is testified to by poor performances in public conducted examinations. Corroborating these assertions, Teboho (2000) cited in Adeyegbe (2005) opines that general performance in examinations is poor and the graduates have low levels of competencies in the work environment.

However, the state of secondary education in Nigeria is at depressed state which is also discouraging and calls for reasonable attention. Secondary education in Nigeria today is nothing to write home about in terms of quality. Students daily record failure in

recognized examinations like Junior Secondary School Certificate Examination, National Examination Council, General Certificate Examination, Senior Secondary Certificate Examinations, Joint Admissions and Matriculation Board and many others. Therefore, this study identified some school factors that were responsible for the poor quality education. This among others include: dilapidated infrastructures; insufficient laboratory equipment for practical; obsolete reading materials in the library; insufficient teaching facilities and manpower (teaching staff) together with dearth of teaching staff due to brain drain; poor education production functions; unfavourable school effectiveness; ill-effective teaching and instruction to mention but a few. Therefore, it is against this background that this study examines the influence of school factors on the quality of secondary education in Oyo State, Nigeria.

Hypotheses

The following hypotheses are formulated to guide the study:

$H0_1$ School counseling has no relative significant influence on the quality of secondary education in Oyo State.

$H0_2$ School effectiveness has no relative significant influence on the quality of secondary Education in Oyo State.

$H0_3$ Effective teaching and instruction has no relative significant influence on the quality of secondary education in Oyo State.

$H0_4$ Infrastructural materials have no significant influence on the quality of secondary education in Oyo State.

$H0_5$ Library and teaching facilities have no significant influence on the quality of secondary education in Oyo State.

$H0_6$ School factors have joint relative influence on quality of secondary education in Oyo State.

Research Method

This study adopted descriptive survey research design using *ex-post facto* type. The target population comprised of all principals and teachers in all the 335 public secondary schools including 7 schools of science in 33 Local Government in Oyo State. The population comprised of 11,732 teaching staff and 335 principals in the state public senior secondary schools. The sample size for this study was 200 (two hundred) teachers and 20 principals which are randomly selected out of

20 public senior secondary schools from 4 Local government which were randomly selected. Out of these 4 local governments selected, 10 teachers each were selected randomly from 5 schools from each local government selected. The sample size of this study was 220 respondents. Two major instruments were used in this study and they are: "School Factors Inventory and Quality Questionnaire" (SFI2Q) and "Principal Perception on School Factors and Quality." (PPSFQ). The reliability coefficient for SFI2Q and PPSFQ were 0.89 and 0.90. The collated data was analyzed using descriptive statistics (frequency counts, simple percentage and mean) and inferential statistics of multiple regression at 0.05 level of significance.

Results

Table 1: Sex Distribution of Respondents

S/N	SEX	FREQUENCY	%
1	Male	140	64
2	Female	80	36
Grand Total		**220**	**100**

The description of the respondent by sex as observed in table 1 above which showed that (140) 64% of the respondents in the study are male, while (80) 36% were .

Table 2:   Age Distribution of Respondents

S/N	Age Range	Frequency	%
1	25-30yrs	50	23
2	30-35yrs	100	45
3	35-40yrs	50	23
4	40-45yrs	20	9
5	45 Above	-	-
Grand Total		**220**	**100**

The age group of the respondents with highest frequency was age group between 30 - 35 years with a frequency and percentage of (100) 45%, while respondents in the age group 40 – 45 years has the lowest frequency and percentage of (20) 9%. While there were no respondent that fell within the age of 45 and above.

Table 3: **Qualification Distribution of Respondents**

S/N	Qualification	Frequency	%
1	NCE	80	36
2	First Degree	120	55
3	Master Degree	20	9
Grand Total		220	100

The analysis drawn by the researchers at each level of respondent show that 36% had NCE and 55% had First degree, while, 9% were recorded for Master Degrees. It showed that majority of teachers in secondary schools are in possession of first degree certificate.

Testing of Hypotheses
The Relationship between Independent Variables and Dependent Variable

Model	Unstandardized Coefficients		Standardized coefficient	T	Sig	95.0% Confidence interval for B	
	B	Std Error	Beta			Lower Bound	Upper Bound
1 (Constant)	6.837	2.077		3.292	.001	2.743	10.931
School counseling	-.031	.045	-.037	.694	.448	-.120	.058
School Effectiveness	.001	.067	.001	.011	.991	-.131	.132
Effective Teachings and Instruction	.672	.064	.596	10.555	.000	.546	.797
Infrastructural Materials	-.024	.052	-.026	-.457	.648	-.126	.079
Library and Teaching facilities	.155	.055	.169	2.832	.005	.047	.263

Dependent Variables: Quality of Secondary Education
Correlation is significant at 0.05 level.

Hypothesis One: School counseling has no significant influence on the quality of secondary education. The result from the table above shows that r = 0.448; t = 0.694; p> 0.05, and this implies that the null hypothesis was accepted while alternative hypothesis was rejected. It is

concluded that school counseling have no significant influence on the quality of secondary education. This finding was against the findings of Egbochuku (2008) in his findings which showed that school counseling intervention, that focus on the development of cognitive, social and self-management skills can result in sizeable gains on students' academic achievement. Similarly, Gardener and Nelson (1998) indicated that school counseling have a positive influence on various non-cognitive and cognitive students' outcomes, including achievement. These findings established that counseling services tailor students focus toward appropriate selections and placement according to their ability, interest and personality, which would not have serious influence on students high academic and emotional achievement.

Hypothesis Two: School effectiveness has no significant influence on the quality of secondary education.

The result from the table above indicated that r = 0.991; t = 0.11; P>0.05 and the null hypothesis is accepted. It means that the result is not significant. This implies that school effectiveness have no significant influence on the quality of secondary education. From the statistical findings, it can be inferred that school effectiveness is not one of the corner stone of secondary education. The finding is contrary to the findings of String field (1994) who claimed that school effectiveness in school would simultaneously result to high quality secondary education. School effectiveness is *sine qua non* to quality of secondary education. From the affirmation of these findings, one can establish that school effectiveness is an engine that propel greater ease of learning but not to build quality secondary education which may be as a result of other factors.

Hypothesis Three: Effective teaching and instruction have no significant influence on quality of secondary education.

The result from the table shows that r= 0.000; t =10.555; P<0.05), hence the null hypothesis was rejected, while alternative hypothesis was accepted. It is concluded that effective teaching and instruction will have significant influence on the quality of secondary education. The result supported the findings of Owens (2004) cited by Nwachukwu (2006) which reported that there will not have been better school without better teacher who can better instruct the

students. However, Aderounmu and Ehiametalor (1985) believed that the potential and quality of manpower (students turned out in school) depend on the quality of teachers. The teachers with quality of instructional skill will result in high quality of secondary education, while effective teaching and instruction make school to be of high quality.

Hypothesis Four: Hypothesis four states that instructional materials have no significant influence on the quality of secondary education.

The result of the analyzed data revealed that r = 0.648, t = 0.457; p > 0.05. Since p > 0.05 the null hypothesis is hereby rejected and alternative upheld that infrastructure materials will not significantly influence the quality of secondary education. The result is contrary to the findings of Stock (1997) who affirmed that the state of infrastructure is believed to affect the academic aspiration as well as students morale or feelings. The finding was also against Earthma (2002) and Adeogun (1999) who agreed that, there is no doubt that, the adequate provision of educational facilities is imperative for quality assurance, hence he said that the provision of facilities and instructional materials have a positive correlation between students high achievement. These facilities and instructional materials would support school in accomplishing its expected academic quality, healthcare, research and service activities so as to provide safe and functional physical environment but not at high level as a result of this study.

Hypothesis Five: Library and teaching facilities have no significant influence on the quality of secondary education.

Result of analyzed data showed that r = 0.005; t = 2.832; P < 0.05. Since P < 0.05, it indicated that significant influence existed between library and teaching facilities and quality of secondary education. The alternative hypothesis is therefore accepted and null hypothesis is rejected. Therefore, library and teaching facilities have high influence on quality of secondary education.

This result corroborates the findings of Jones (1990) when he opined that library and teaching facilities are the hub of individual studies in the school. Gibbs (1990) in his findings also affirmed that a good student should be able to locate and extract information from

primary and secondary sources in the library in order to boost the quality of education.

School factors and the quality of secondary education

Mode	Sum of Square	Df	Mean Square	F	Sig
Regression Residual Total	3932.419. 4554.690 8487.109	5 214 219	786.484 21.284	36.953	.000
R=0.681 R²=0.463 Adjusted R²=0.451					

The result above shows that there was a joint relationship between school factors and quality of secondary education. R=0.681 and the school factors accounted for 45.1% of the total variance of the quality of secondary education (Adj R=0.451), hence the joint relationship is shown to be significant (F=36.95.P<0.05). This result supported the findings of Hanushek (1997) who affirmed that some resources input factors have significant positive association with student's achievement or other educational outcomes. Although, the result also opposed the conclusion of Coleman (1996) which showed that the marginal effect of various school input on quality of students in secondary schools was small compared to the impact of families and friends but in a nut shell, school should be treated as organization that should try to maximize quality output which must lead to production function i.e. quality relationship between educational input and quality educational output.

Summary of Results

The research questions were answered while the hypotheses were tested and interpreted at the 0.05 level of significant using correlation analyses and inferential statistics. The empirical result of this study shows that;

   i.   There is significant joint relationship between the school factors and quality of secondary education.

  ii.   There is no significant influence of school counseling on quality of secondary education

iii. There is no relative significant influence of school effectiveness on the quality of secondary education

iv. There is significant influence of effective teaching and instruction on quality of secondary education

v. There is no significant influence of infrastructural materials on the quality of secondary education

vi. There is significant influence of library and teaching facilities on the quality of secondary education.

Conclusion

Within the context of this study, the following conclusion can be drawn: Counseling services in educational system is not inevitable to the quality of outcome of students in the secondary education, Library and teaching facilities cannot be under emphasized or underestimated among the resources required for quality functional education.

Effective teaching and instruction have high positive influence on academic achievement and quality secondary education. Availability of school factors enhance the quality of education, whereas, it absence hampered the quality of education.

Recommendations

Having discovered from the findings that the school factors have significant influence on the quality of secondary education, the recommendations are hereby suggested:

i. Policy makers should shape policies that will be tailored to motivating the interest of learners

ii. Government holds the responsibility of providing infrastructural facilities to the public schools within the state

iii. Reading should be encouraged among the students, by stakeholders and internet facilities can be subsidized by the government to encourage less privileged and to make information easily accessible.

iv. Conducive working environment and more favourable conditions of service should be provided by the government for the teachers, so as to get the best from the learners.

v. Stakeholders should not neglect the provision of necessary facilities and materials that will facilitate and enhance the teaching learning process.

vi.   School guidance and counselors are key personnel in the school therefore, government should try as much as possible to see to their needs

Implications of the Findings

The findings of this study indicate that counsellors are compass that help students to gain their sense of direction and unfold hiding abilities to students in secondary school. It will equally not be overstatement to say that infrastructural facilities without other factors will make effort of stakeholders in educational sector to be in vain and fruitless. It can be inferred from the findings that students and teachers can approach learning and teaching respectively, effectively and efficiently by exploring information adequately. Teachers and students must not distance themselves from library facility.

Effective teaching and instruction is not a key factor in teaching and learning, student still need a good source through which difficult concepts could be explained to them. It implied that relevancy of tutors in teaching and learning cannot be underestimated. Finding revealed positive association between school factors and quality of education and it implied that all hands must be on desk to improve the quality of education in Nigeria. This shows that everybody has role to play in this respect. Both individual and government must not relent in their efforts, but everyone must take pro-active measure and show high level of commitment in mending the wall of education.

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